



# House of Representatives

General Assembly

**File No. 344**

January Session, 2011

Substitute House Bill No. 6498

*House of Representatives, April 4, 2011*

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## **AN ACT CONCERNING IMPLEMENTATION DATES FOR SECONDARY SCHOOL REFORM.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsections (b) to (d), inclusive, of section 10-221a of the  
2 general statutes are repealed and the following is substituted in lieu  
3 thereof (*Effective from passage*):

4 (b) For classes graduating from 2004 to [2017] 2019, inclusive, no  
5 local or regional board of education shall permit any student to  
6 graduate from high school or grant a diploma to any student who has  
7 not satisfactorily completed a minimum of twenty credits, not fewer  
8 than four of which shall be in English, not fewer than three in  
9 mathematics, not fewer than three in social studies, including at least a  
10 one-half credit course on civics and American government, not fewer  
11 than two in science, not fewer than one in the arts or vocational  
12 education and not fewer than one in physical education.

13 (c) Commencing with classes graduating in [2018] 2020, and for each  
14 graduating class thereafter, no local or regional board of education  
15 shall permit any student to graduate from high school or grant a  
16 diploma to any student who has not satisfactorily completed (1) a  
17 minimum of twenty-five credits, including not fewer than: (A) Nine  
18 credits in the humanities, including not fewer than (i) four credits in  
19 English, including composition; (ii) three credits in social studies,  
20 including at least one credit in American history and at least one-half  
21 credit in civics and American government; (iii) one credit in fine arts;  
22 and (iv) one credit in a humanities elective; (B) eight credits in science,  
23 technology, engineering and mathematics, including not fewer than (i)  
24 four credits in mathematics, including algebra I, geometry and algebra  
25 II or probability and statistics; (ii) three credits in science, including at  
26 least one credit in life science and at least one credit in physical science;  
27 and (iii) one credit in a science, technology, engineering and  
28 mathematics elective; (C) three and one-half credits in career and life  
29 skills, including not fewer than (i) one credit in physical education; (ii)  
30 one-half credit in health and safety education, as described in section  
31 10-16b; and (iii) two credits in career and life skills electives, such as  
32 career and technical education, English as a second language,  
33 community service, personal finance, public speaking and nutrition  
34 and physical activity; (D) two credits in world languages, subject to the  
35 provisions of subsection (g) of this section; and (E) a one credit senior  
36 demonstration project or its equivalent, as approved by the State Board  
37 of Education; and (2) end of the school year examinations for the  
38 following courses: (A) Algebra I, (B) geometry, (C) biology, (D)  
39 American history, and (E) grade ten English.

40 (d) Commencing with classes graduating in [2018] 2020, and for  
41 each graduating class thereafter, local and regional boards of education  
42 shall provide adequate student support and remedial services for  
43 students beginning in grade seven. Such student support and remedial  
44 services shall provide alternate means for a student to complete any of  
45 the high school graduation requirements or end of the school year  
46 examinations described in subsection (c) of this section, if such student  
47 is unable to satisfactorily complete any of the required courses or

48 exams. Such student support and remedial services shall include, but  
49 not be limited to, (1) allowing students to retake courses in summer  
50 school or through an on-line course; (2) allowing students to enroll in a  
51 class offered at a constituent unit of the state system of higher  
52 education, as defined in section 10a-1, pursuant to subdivision (4) of  
53 subsection (g) of this section; (3) allowing students who received a  
54 failing score, as determined by the Commissioner of Education, on an  
55 end of the school year exam to take an alternate form of the exam; and  
56 (4) allowing those students whose individualized education plans state  
57 that such students are eligible for an alternate assessment to  
58 demonstrate competency on any of the five core courses through  
59 success on such alternate assessment.

60 Sec. 2. Subsection (j) of section 10-221a of the general statutes is  
61 repealed and the following is substituted in lieu thereof (*Effective from*  
62 *passage*):

63 (j) For the school year commencing July 1, [2012] 2014, and each  
64 school year thereafter, a local or regional board of education shall  
65 collect information for each student enrolled in a public school,  
66 beginning in grade six, that records students' career and academic  
67 choices in grades six to twelve, inclusive.

68 Sec. 3. Section 18 of public act 10-111 is repealed and the following is  
69 substituted in lieu thereof (*Effective from passage*):

70 (a) For the fiscal years ending June 30, [2013] 2015, to June 30, [2018]  
71 2020, inclusive, the Department of Education shall, within available  
72 appropriations, provide grants to local and regional school districts to  
73 begin implementation of the provisions of subsections (c) and (d) of  
74 section 10-221a of the general statutes, as amended by this act.

75 (b) On or before November 1, [2012] 2014, and biennially thereafter,  
76 each local or regional board of education seeking grant assistance from  
77 the department pursuant to subsection (a) of this section shall report to  
78 the department on the status of the school district's implementation of  
79 the provisions of subsections (c) and (d) of section 10-221a of the

80 general statutes, as amended by this act, and an explanation for the  
81 reasons why funds are necessary for the next biennium to implement  
82 the provisions of subsections (c) and (d) of said section 10-221a.

83 (c) On or before February 1, [2013] 2015, and biennially thereafter,  
84 the department shall report, in accordance with the provisions of  
85 section 11-4a of the general statutes, to the joint standing committee of  
86 the General Assembly having cognizance of matters relating to  
87 education on the status of implementation of the provisions of  
88 subsections (c) and (d) of section 10-221a of the general statutes, as  
89 amended by this act, by local and regional boards of education in the  
90 state. Such report shall include, (1) an explanation of any existing state  
91 and federal funds currently available to assist in such implementation,  
92 (2) recommendations regarding the appropriation of additional state  
93 funds to support local and regional boards of education in the  
94 implementation of subsections (c) and (d) of said section 10-221a, and  
95 (3) recommendations for any statutory changes that would facilitate  
96 implementation of subsections (c) and (d) of said section 10-221a by  
97 local and regional boards of education.

98 Sec. 4. Section 10-5e of the general statutes is repealed and the  
99 following is substituted in lieu thereof (*Effective from passage*):

100 On and after July 1, [2012] 2014, the Department of Education shall  
101 commence development or approval of the end of the school year  
102 examinations to be administered pursuant to subdivision (2) of  
103 subsection (c) of section 10-221a, as amended by this act. Such  
104 examinations shall be developed or approved on or before July 1,  
105 [2014] 2016.

106 Sec. 5. Subsection (g) of section 10-223e of the general statutes is  
107 repealed and the following is substituted in lieu thereof (*Effective from*  
108 *passage*):

109 (g) (1) (A) On and after July 1, 2010, the local or regional board of  
110 education for a school that has been identified as in need of  
111 improvement pursuant to subsection (a) of this section may establish a

112 school governance council for each school so identified.

113 (B) On and after July 1, 2010, the local or regional board of  
114 education for a school that has been designated as a low achieving  
115 school, pursuant to subdivision (1) of subsection (c) of this section, due  
116 to such school failing to make adequate yearly progress in  
117 mathematics and reading at the whole school level shall establish a  
118 school governance council for each school so designated.

119 (2) (A) The school governance council for high schools shall consist  
120 of (i) seven members who shall be parents or guardians of students  
121 attending the school, (ii) two members who shall be community  
122 leaders within the school district, (iii) five members who shall be  
123 teachers at the school, (iv) one nonvoting member who is the principal  
124 of the school, or his or her designee, and (v) two nonvoting student  
125 members who shall be students at the school. The parent or guardian  
126 members shall be elected by the parents or guardians of students  
127 attending the school, provided, for purposes of the election, each  
128 household with a student attending the school shall have one vote. The  
129 community leader members shall be elected by the parent or guardian  
130 members and teacher members of the school governance council. The  
131 teacher members shall be elected by the teachers of the school. The  
132 nonvoting student members shall be elected by the student body of the  
133 school.

134 (B) The school governance council for elementary and middle  
135 schools shall consist of (i) seven members who shall be parents or  
136 guardians of students attending the school, (ii) two members who shall  
137 be community leaders within the school district, (iii) five members  
138 who shall be teachers at the school, and (iv) one nonvoting member  
139 who is the principal of the school, or his or her designee. The parent or  
140 guardian members shall be elected by the parents or guardians of  
141 students attending the school, provided, for purposes of the election,  
142 each household with a student attending the school shall have one  
143 vote. The community leader members shall be elected by the parent or  
144 guardian members and teacher members of the school governance

145 council. The teacher members shall be elected by the teachers of the  
146 school.

147 (C) Terms of voting members elected pursuant to this subdivision  
148 shall be for two years and no members shall serve more than two  
149 terms on the council. The nonvoting student members shall serve one  
150 year and no student member shall serve more than two terms on the  
151 council.

152 (D) (i) Schools that have been designated as a low achieving school  
153 pursuant to subdivision (1) of subsection (c) of this section due to such  
154 school failing to make adequate yearly progress in mathematics and  
155 reading at the whole school level prior to July 1, 2010, and are among  
156 the lowest five per cent of schools in the state based on achievement  
157 shall establish a school governance council for the school not later than  
158 January 15, 2011.

159 (ii) Schools that have been designated as a low achieving school,  
160 pursuant to subdivision (1) of subsection (c) of this section, due to such  
161 school failing to make adequate yearly progress in mathematics and  
162 reading at the whole school level prior to July 1, 2010, but are not  
163 among the lowest five per cent of schools in the state based on  
164 achievement, shall establish a school governance council for the school  
165 not later than November 1, 2011.

166 (3) The school governance council shall have the following  
167 responsibilities: (A) Analyzing school achievement data and school  
168 needs relative to the improvement plan for the school prepared  
169 pursuant to this section; (B) reviewing the fiscal objectives of the draft  
170 budget for the school and providing advice to the principal of the  
171 school before such school's budget is submitted to the superintendent  
172 of schools for the district; (C) participating in the hiring process of the  
173 school principal or other administrators of the school by conducting  
174 interviews of candidates and reporting on such interviews to the  
175 superintendent of schools for the school district and the local and  
176 regional board of education; (D) assisting the principal of the school in  
177 making programmatic and operational changes for improving the

178 school's achievement, including program changes, adjusting school  
179 hours and days of operation, and enrollment goals for the school; (E)  
180 working with the school administration to develop and approve a  
181 school compact for parents, legal guardians and students that includes  
182 an outline of the criteria and responsibilities for enrollment and school  
183 membership consistent with the school's goals and academic focus,  
184 and the ways that parents and school personnel can build a  
185 partnership to improve student learning; (F) developing and  
186 approving a written parent involvement policy that outlines the role of  
187 parents and legal guardians in the school; (G) utilizing records relating  
188 to information about parents and guardians of students maintained by  
189 the local or regional board of education for the sole purpose of the  
190 election described in subdivision (2) of this subsection. Such  
191 information shall be confidential and shall only be disclosed as  
192 provided in this subparagraph and shall not be further disclosed; and  
193 (H) if the council determines it necessary and subject to the provisions  
194 of subdivision [(9)] (8) of this subsection recommending reconstitution  
195 of the school in accordance with the provisions of subdivision (6) of  
196 this subsection.

197 (4) The school governance council may: (A) In those schools that  
198 require an improvement plan, review the annual draft report detailing  
199 the goals set forth in the state accountability plan prepared in  
200 accordance with subsection (a) of this section and provide advice to the  
201 principal of the school prior to submission of the report to the  
202 superintendent of schools; (B) in those schools where an improvement  
203 plan becomes required pursuant to subsection (a) of this section, assist  
204 the principal of the school in developing such plan prior to its  
205 submission to the superintendent of schools; (C) work with the  
206 principal of the school to develop, conduct and report the results of an  
207 annual survey of parents, guardians and teachers on issues related to  
208 the school climate and conditions; and (D) provide advice on any other  
209 major policy matters affecting the school to the principal of the school,  
210 except on any matters relating to provisions of any collective  
211 bargaining agreement between the exclusive bargaining unit for  
212 teachers pursuant to section 10-153b and local or regional boards of

213 education.

214 (5) The local or regional board of education shall provide  
215 appropriate training and instruction to members of the school  
216 governance council to aid them in the execution of their duties.

217 (6) (A) The school governance council may, by an affirmative vote of  
218 the council, recommend the reconstitution of the school into one of the  
219 following models: (i) The turnaround model, as described in the  
220 Federal Register of December 10, 2009; (ii) the restart model, as  
221 described in the Federal Register of December 10, 2009; (iii) the  
222 transformation model, as described in the Federal Register of  
223 December 10, 2009; (iv) any other model that may be developed by  
224 federal law; (v) a CommPACT school, pursuant to section 10-74g; or  
225 (vi) an innovation school, pursuant to section 10-74h. Not later than ten  
226 days after the school governance council informs the local or regional  
227 board of education of its recommendation for the school, such board  
228 shall hold a public hearing to discuss such vote of the school  
229 governance council and shall, at the next regularly scheduled meeting  
230 of such board or ten days after such public hearing, whichever is later,  
231 conduct a vote to accept the model recommended by the school  
232 governance council, select an alternative model described in this  
233 subdivision or maintain the current school status. If the board selects  
234 an alternative model, the board shall meet with such school  
235 governance council to discuss an agreement on which alternative to  
236 adopt not later than ten days after such vote of the board. If no such  
237 agreement can be achieved, not later than forty-five days after the last  
238 such meeting between the board and the school governance council,  
239 the Commissioner of Education shall decide which of the alternatives  
240 to implement. If the board votes to maintain the current school status,  
241 not later than forty-five days after such vote of the board, the  
242 Commissioner of Education shall decide whether to implement the  
243 model recommended by the school governance council or to maintain  
244 the current school status. If the final decision pursuant to this  
245 subdivision is adoption of a model, the local or regional board of  
246 education shall implement such model during the subsequent school



247 year in conformance with the general statutes and applicable  
248 regulations, and the provisions specified in federal regulations and  
249 guidelines for schools subject to restructuring pursuant to Section  
250 1116(b)(8) of the No Child Left Behind Act, P.L. 107-110 or any other  
251 applicable federal laws or regulations.

252 (B) Any school governance council for a school may recommend  
253 reconstitution, pursuant to subparagraph (H) of subdivision (3) of this  
254 subsection, during the third year after such school governance council  
255 was established if the school for such governance council has not  
256 reconstituted as a result of receiving a school improvement grant  
257 pursuant to Section 1003(g) of Title I of the Elementary and Secondary  
258 Education Act, 20 USC 6301 et seq., or such reconstitution was initiated  
259 by a source other than the school governance council.

260 (7) A school governance council shall be considered a component of  
261 parental involvement for purposes of federal funding pursuant to  
262 Section 1118 of the No Child Left Behind Act, P.L. 107-110.

263 [(8) The Commissioner of Education shall evaluate the school  
264 governance councils established on or before January 15, 2011, based  
265 on the criteria described in subsection (a) of section 10-4s. On or before  
266 October 1, 2014, the commissioner shall report, in accordance with the  
267 provisions of section 11-4a, to the joint standing committee of the  
268 General Assembly having cognizance of matters relating to education  
269 on the evaluation conducted pursuant to this subdivision. Such report  
270 shall also include recommendations whether to continue to allow  
271 school governance councils to recommend reconstitution pursuant to  
272 this subsection.]

273 [(9)] (8) The [department] Department of Education shall allow not  
274 more than twenty-five schools per school year to reconstitute pursuant  
275 to this subsection. The department shall notify school districts and  
276 school governance councils when this limit has been reached. For  
277 purposes of this subdivision, a reconstitution shall be counted towards  
278 this limit upon receipt by the department of notification of a final  
279 decision regarding reconstitution by the local or regional board of

280 education.

281 Sec. 6. Section 10-4s of the general statutes is repealed and the  
282 following is substituted in lieu thereof (*Effective from passage*):

283 (a) [The Department of Education shall monitor, within available  
284 appropriations, those schools that have reconstituted pursuant to  
285 subsection (g) of section 10-223e to determine whether such schools  
286 have demonstrated progress with regard to the following indicators:  
287 (1) The reconstitution model adopted by the school; (2) the length of  
288 the school day and school year; (3) the number and type of disciplinary  
289 incidents; (4) the number of truants; (5) the dropout rate; (6) the  
290 student attendance rate; (7) the average scale scores on the state-wide  
291 mastery examination pursuant to section 10-14n; (8) for high schools,  
292 the number and percentage of students completing advanced  
293 placement coursework; (9) the teacher attendance rate; and (10) the  
294 existence and size of the parent-teacher organization for the school.  
295 Such monitoring shall be conducted over the two-year period  
296 following such reconstitution.] On or before December 1, 2011, and  
297 biennially thereafter, the Department of Education shall report, in  
298 accordance with the provisions of section 11-4a, to the joint standing  
299 committee of the General Assembly having cognizance of matters  
300 relating to education on the number of school governance councils  
301 established pursuant to subsection (g) of section 10-223e, as amended  
302 by this act.

303 (b) [On or before January 1, 2012, the department shall report, in  
304 accordance with the provisions of section 11-4a, to the joint standing  
305 committee of the General Assembly having cognizance of matters  
306 relating to education on (1) the number of school governance councils  
307 established pursuant to subsection (g) of section 10-223e, and (2) the  
308 number of schools that have been reconstituted and the models, as  
309 described in said subsection (g), that have been adopted as part of such  
310 reconstitution.] On or before December 1, 2013, and biennially  
311 thereafter, the department shall include in the report described in  
312 subsection (a) of this section an evaluation of the establishment and

313 effectiveness of the school governance councils established pursuant to  
314 subsection (g) of section 10-223e, as amended by this act.

315 (c) [On or before January 1, 2013, the department shall report, in  
316 accordance with the provisions of section 11-4a, to the joint standing  
317 committee of the General Assembly having cognizance of matters  
318 relating to education on (1) the monitoring conducted pursuant to  
319 subsection (a) of this section, (2) recommendations relating to changes  
320 in the reconstitution options available to schools, including whether  
321 school governance councils may continue to recommend reconstitution  
322 pursuant to subsection (g) of section 10-223e, (3) comparison of the  
323 models adopted, and (4) the level of progress of schools adopting each  
324 model in relation to the indicators described in subsection (a) of this  
325 section.] On or before December 1, 2015, and biennially thereafter, the  
326 department shall include in the report described in subsection (a) of  
327 this section: (1) The number of school governance councils that have  
328 recommended reconstitution pursuant to subsection (g) of section 10-  
329 223e, as amended by this act; (2) the number of such school governance  
330 councils that have initiated reconstitution pursuant to said subsection  
331 (g) of section 10-223e, and the reconstitution models adopted; and (3)  
332 recommendations whether to continue to allow school governance  
333 councils to recommend reconstitution pursuant to said subsection (g)  
334 of section 10-223e.

335 (d) On or before December 1, 2017, and biennially thereafter, the  
336 department shall include in the report described in subsection (a) of  
337 this section an evaluation of those schools that have reconstituted  
338 pursuant to subsection (g) of section 10-223e, as amended by this act.  
339 Such evaluation shall determine whether such schools have  
340 demonstrated progress with regard to the following indicators: (1) The  
341 reconstitution model adopted by the school; (2) the length of the school  
342 day and school year; (3) the number and type of disciplinary incidents;  
343 (4) the number of truants; (5) the dropout rate; (6) the student  
344 attendance rate; (7) the average scale scores on the state-wide mastery  
345 examination pursuant to section 10-14n; (8) for high schools, the  
346 number and percentage of students completing advanced placement

347 coursework; (9) the teacher attendance rate; and (10) the existence and  
348 size of the parent-teacher organization for the school.

349 Sec. 7. Subsection (a) of section 10-221r of the general statutes is  
350 repealed and the following is substituted in lieu thereof (*Effective from*  
351 *passage*):

352 (a) For the school year commencing July 1, 2011, and each school  
353 year thereafter, each local and regional board of education shall  
354 provide an advanced placement course program. For purposes of this  
355 section, "advanced placement course program" means a program that  
356 provides [courses] college or university-level instruction as part of a  
357 course for which credit is earned at the high school level, such as  
358 courses for which an advanced placement examination is available  
359 through the College Board, a diploma program offered by the  
360 International Baccalaureate, or courses offered through an articulation  
361 agreement between the local or regional board of education and the  
362 constituent units of higher education, as defined in section 10a-1, or the  
363 board of governors for an independent college or university, as  
364 defined in section 10a-37.

365 Sec. 8. Subsection (a) of section 10-151b of the general statutes is  
366 repealed and the following is substituted in lieu thereof (*Effective from*  
367 *passage*):

368 (a) The superintendent of each local or regional board of education  
369 shall continuously evaluate or cause to be evaluated each teacher, in  
370 accordance with guidelines established by the State Board of  
371 Education, pursuant to subsection (c) of this section, [for the  
372 development of evaluation programs] and such other guidelines as  
373 may be established by mutual agreement between the local or regional  
374 board of education and the teachers' representative chosen pursuant to  
375 section 10-153b. [, continuously evaluate or cause to be evaluated each  
376 teacher.] An evaluation pursuant to this subsection shall include, but  
377 need not be limited to, strengths, areas needing improvement,  
378 strategies for improvement and multiple indicators of student  
379 academic growth. Claims of failure to follow the established

380 procedures of such evaluation programs shall be subject to the  
381 grievance procedure in collective bargaining agreements negotiated  
382 subsequent to July 1, 2004. The superintendent shall report the status  
383 of teacher evaluations to the local or regional board of education on or  
384 before June first of each year. For purposes of this section, the term  
385 "teacher" shall include each professional employee of a board of  
386 education, below the rank of superintendent, who holds a certificate or  
387 permit issued by the State Board of Education.

388       Sec. 9. (*Effective from passage*) (a) There is established a task force to  
389 examine issues relating to the changes to the high school graduation  
390 requirements pursuant to subsection (c) of section 10-221a of the  
391 general statutes, as amended by this act, including, but not limited to,  
392 special programming needs, requirement waivers and the appropriate  
393 subject areas for courses pursuant to said subsection (c) of section 10-  
394 221a.

395       (b) The task force shall consist of the following members: (1) The  
396 Commissioner of Education, or the commissioner's designee, (2) one  
397 representative from each of the following associations, designated by  
398 the association, the Connecticut Association of Boards of Education,  
399 the Connecticut Association of Public School Superintendents,  
400 Connecticut Federation of School Administrators, the Connecticut  
401 Education Association and the American Federation of Teachers-  
402 Connecticut, and (3) persons selected by the Commissioner of  
403 Education, including, but not limited to, teachers and any other person  
404 the commissioner deems appropriate.

405       (c) All appointments to the task force shall be made no later than  
406 thirty days after the effective date of this section. Any vacancy shall be  
407 filled by the appointing authority.

408       (d) The representative from the Connecticut Association of Public  
409 School Superintendents shall serve as the chairperson of the task force.  
410 Such chairperson shall schedule the first meeting of the task force,  
411 which shall be held no later than sixty days after the effective date of  
412 this section.

413 (e) The administrative staff of the joint standing committee of the  
 414 General Assembly having cognizance of matters relating to education  
 415 shall serve as administrative staff of the task force.

416 (f) Not later than January 1, 2013, the task force shall submit a report  
 417 on its findings and recommendations to the joint standing committee  
 418 of the General Assembly having cognizance of matters relating to  
 419 education, in accordance with the provisions of section 11-4a of the  
 420 general statutes. The task force shall terminate on the date that it  
 421 submits such report or January 1, 2013, whichever is later.

422 Sec. 10. Section 10-4t of the general statutes is repealed. (*Effective*  
 423 *from passage*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-221a(b) to (d)
Sec. 2	<i>from passage</i>	10-221a(j)
Sec. 3	<i>from passage</i>	PA 10-111, Sec. 18
Sec. 4	<i>from passage</i>	10-5e
Sec. 5	<i>from passage</i>	10-223e(g)
Sec. 6	<i>from passage</i>	10-4s
Sec. 7	<i>from passage</i>	10-221r(a)
Sec. 8	<i>from passage</i>	10-151b(a)
Sec. 9	<i>from passage</i>	New section
Sec. 10	<i>from passage</i>	Repealer section

**ED** Joint Favorable Subst.

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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### ***OFA Fiscal Note***

***State Impact:*** This bill delays costs for two years (till FY 15) associated with secondary school reform.

***Municipal Impact:*** This bill delays costs and revenue impact for two years (till FY 15) associated with secondary school reform.

### ***Explanation***

**Section 1, 2, and 4**, which delays (for two years) the effective dates for the new graduation requirements, including: additional courses, expanded reporting requirements, and end-of-course exams, will result in a significant cost savings for local and regional school districts. It is anticipated that local and regional school districts would have incurred costs, beginning in FY 13, ranging from \$14 million to \$21 million (statewide) to implement the expanded high school graduation requirements. These costs will be delayed for two years.

Additionally, the delay will result in a cost savings to the State Department of Education (SDE). It is anticipated that SDE would have incurred costs ranging from \$3.4 million to \$6 million, beginning in FY 13 to develop the model curriculum and prepare local and regional school districts for the change in curriculum. These costs will be delayed for two years.

**Section 3**, which delays the requirement that SDE provide grants to local and regional school districts to assist with the implementation of the new high school graduation requirements, will result in a significant cost savings to the state and a corresponding revenue loss to municipalities. SDE would have been required, beginning in FY 13 and within available appropriations, to provide grants to local and regional boards of education to begin implementation of the expanded

high school graduation requirements. It is anticipated that these grants would be significant, as local and regional boards of education will require additional staffing, professional development, and equipment needs in order to meet the new requirements.

**Sections 5, 6, and 10**, makes changes to the reporting requirements of school governance councils, and is not anticipated to result in a fiscal impact.

**Section 7**, which expands the types of advanced placement programs a school board can provide, is not anticipated to result in a fiscal impact.

**Section 8** is technical and has no fiscal impact.

**Section 9**, which creates a taskforce to examine issues surrounding high school graduation requirements, is anticipated to result in a minimal cost. Agencies would incur minimal costs, estimated to be less than \$5,000, associated with mileage reimbursement of 51 cents per mile for agency staff (who seek such reimbursement) participating on the task force.

### ***The Out Years***

The bill delays the costs by two years. After two years, beginning in FY 15, the costs to local and regional school districts and to SDE will be incurred.



**OLR Bill Analysis****sHB 6498*****AN ACT CONCERNING IMPLEMENTATION DATES FOR  
SECONDARY SCHOOL REFORM.*****SUMMARY:**

This bill delays by two years the implementation of several requirements for secondary school reform enacted in 2010, including provisions that:

1. increase the minimum number of credits required to graduate from high school,
2. require school districts to offer students support and alternative ways to meet the new graduation requirements, and
3. require the state to provide grants to help districts implement the requirements.

It also:

1. reorganizes and clarifies the sequence and contents of required State Department of Education (SDE) reports on the implementation and effectiveness of school governance councils for low-achieving schools,
2. expands the types of programs districts may establish to meet an existing requirement to offer an advanced placement (AP) program starting July 1, 2011, and
3. establishes a task force to address implementation issues arising from enhanced high school graduation requirements.

Finally, the bill makes technical changes (§ 8).

EFFECTIVE DATE: Upon passage

## **SECONDARY SCHOOL REFORM DELAY**

### **§ 1 – High School Graduation Requirements**

Starting with the class graduating in 2018, current law requires students to earn 25 credits in specified subjects (see BACKGROUND), pass end-of-year examinations in five subjects, and complete a senior demonstration project to graduate from high school. It requires school districts to provide adequate support and remedial services for students, starting with students in the 7<sup>th</sup> grade in the 2012-13 school year.

The bill postpones the effective dates of these requirements for two years. It requires the increased high school graduation requirements to take effect with the class of 2020 instead of the class of 2018 and requires school districts to provide support and remedial services for 7<sup>th</sup> graders starting in 2014-15 rather than 2012-13.

### **§ 2 – Information Collection**

The bill delays a requirement that districts collect information on students' career and academic choices every year beginning in grade 6 and continuing through grade 12. Current law requires the data collection to begin in the 2012-13 school year. The bill delays it until the 2014-15 school year.

### **§ 3 – State Grants and Reporting**

For FY 13 through FY 18, current law requires the SDE to provide grants, within available appropriations, to school districts to help them implement the new high school graduation standards and student support services. The bill delays the grants to FY 15 through FY 20.

It also delays, for two years, the submission dates for required status reports on secondary school reform. It postpones, from November 1, 2012 to November 1, 2014, the start of biennial reporting by school boards seeking grant assistance on (1) the implementation status of the higher standards and support services and (2) an

explanation of why they need additional implementation funds in the upcoming biennium. It postpones the start of biennial implementation reports from SDE to the Education Committee from February 1, 2013 to February 1, 2015.

#### **§ 4 – End-of-Course Exams**

The enhanced high school graduation standards require students to pass state-developed or -approved end-of-year exams in algebra I, geometry, biology, American history, and 10<sup>th</sup> grade English. Current law requires SDE to develop or approve these exams over two years starting by July 1, 2012 and finishing by July 1, 2014. The bill delays this requirement to July 1, 2014 to July 1, 2016.

#### **§§ 5, 6, & 10 – REPORTS ON SCHOOL GOVERNANCE COUNCILS**

By law, boards of education that have jurisdiction over schools designated as low-achieving must establish a school governance council for each such school. The councils may recommend that the school be reconstituted according to models specified in the law. SDE must monitor and report to the Education Committee on the activities and effectiveness of the councils.

The bill reorganizes the sequence and content of the required reports and specifies that they must be submitted biennially instead of once. The current and proposed report sequence is shown in Table 1.

**Table 1: Reporting Requirements and Deadlines**

<i>Report</i>	<i>Due Dates</i>	
	<i>Current Law (one-time)</i>	<i>The Bill (biennial starting)</i>
Number of school governance councils established (This is currently also part of a required report due January 1, 2011, which the bill repeals, see below.)	January 1, 2012	December 1, 2011
Evaluation of effectiveness of councils established before January 15, 2011	October 1, 2014	December 1, 2013
Number of councils recommending or initiating school reconstitution and the reconstitution models chosen, including a recommendation whether to continue	January 1, 2012 and January 1, 2013	December 1, 2015

allowing councils to recommend school reconstitutions		
Monitor and evaluate reconstituted schools according to various measures	No specified date	December 1, 2017

The bill eliminates a requirement that SDE also report on (1) a comparison of the councils that have initiated reconstitutions with those that have not and (2) whether there is increased parental involvement at schools with governance councils. Current law requires the department to start the reporting by July 1, 2011, but because the law includes two conflicting reporting schedules, it is currently unclear whether SDE must submit this report every year or every two years.

## **§ 7 – EXPANDED ADVANCED PLACEMENT PROGRAM OPTIONS**

Current law requires all school boards to provide high school-level courses for which an advanced placement (AP) examination is available through the College Board. The bill expands the types of AP programs a board can provide to include any program that provides college-level instruction as part of a high school credit course. In addition to courses for which AP exams are available, the bill allows such programs to include (1) International Baccalaureate diploma programs and (2) college- or university-level courses offered to high school students under articulation agreements between school districts and higher education institutions.

## **§ 9 – HIGH SCHOOL GRADUATION ISSUES TASK FORCE**

The bill establishes a task force to examine issues arising from the enhanced high school graduation requirements and mandatory courses adopted in 2010. The group must address at least special programming needs, requirement waivers, and appropriate placements for courses under the required subject areas. It must report its findings and recommendations to the Education Committee by January 1, 2013. The task force terminates on that date or the date it submits its report, whichever is later.

The task force members must include the education commissioner or his or her designee; one member each designated by

1. the Connecticut Association of Boards of Education;
2. the Connecticut Association of Public School Superintendents (CAPSS);
3. the Connecticut Federation of School Administrators;
4. the Connecticut Education Association; and
5. the American Federation of Teachers-Connecticut; and
6. an unspecified number of appropriate people appointed by the education commissioner, including teachers.

Members must be appointed within 30 days of the bill's passage. The CAPSS' representative is the task force chairperson, who must schedule the first meeting within 60 days of the bill's passage. The Education Committee's administrative staff serves as the task force's administrative staff. Appointing authorities fill any vacancies.

## BACKGROUND

### ***New High School Graduation Requirements***

Table 2 shows the minimum high school graduation requirements currently scheduled to take effect for the graduating class of 2018, and delayed to the class of 2020 under this bill.

**Table 2: New Graduation Requirements**

<i><b>Subject Area</b></i>	<i><b>Required Credits</b></i>
<i><b>Humanities – 9 credits</b></i>	
English	4, including composition
Social Studies	3, including 1 credit in American history and a half credit in civics and American Government
Fine Arts	1
Humanities Elective	1
<i><b>Science, Technology, Engineering, and Mathematics – 8 credits</b></i>	
Mathematics	4, including algebra I, geometry, and either algebra II or probability and statistics
Science	3, including 1 in life science, 1 in physical science
Science, Technology, Engineering, and Math Elective	1

<b>Subject Area</b>	<b>Required Credits</b>
<b>Career and Life Skills – 3.5 credits</b>	
Physical Education	1
Comprehensive health education	0.5
Career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking, and nutrition and physical activity	2
<b>Other – 3 credits</b>	
World Languages	2
Senior demonstration project or its SBE-approved equivalent	1

## COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 26 Nay 6 (03/17/2011)